

Ac. No. 87.

BIENNIAL REPORT

OF THE

SUPERINTENDENT PUBLIC INSTRUCTION

OF THE

STATE OF FLORIDA,

FOR THE

FISCAL YEAR ENDING DECEMBER 31, 1882.

TALLAHASSEE, FLA.:

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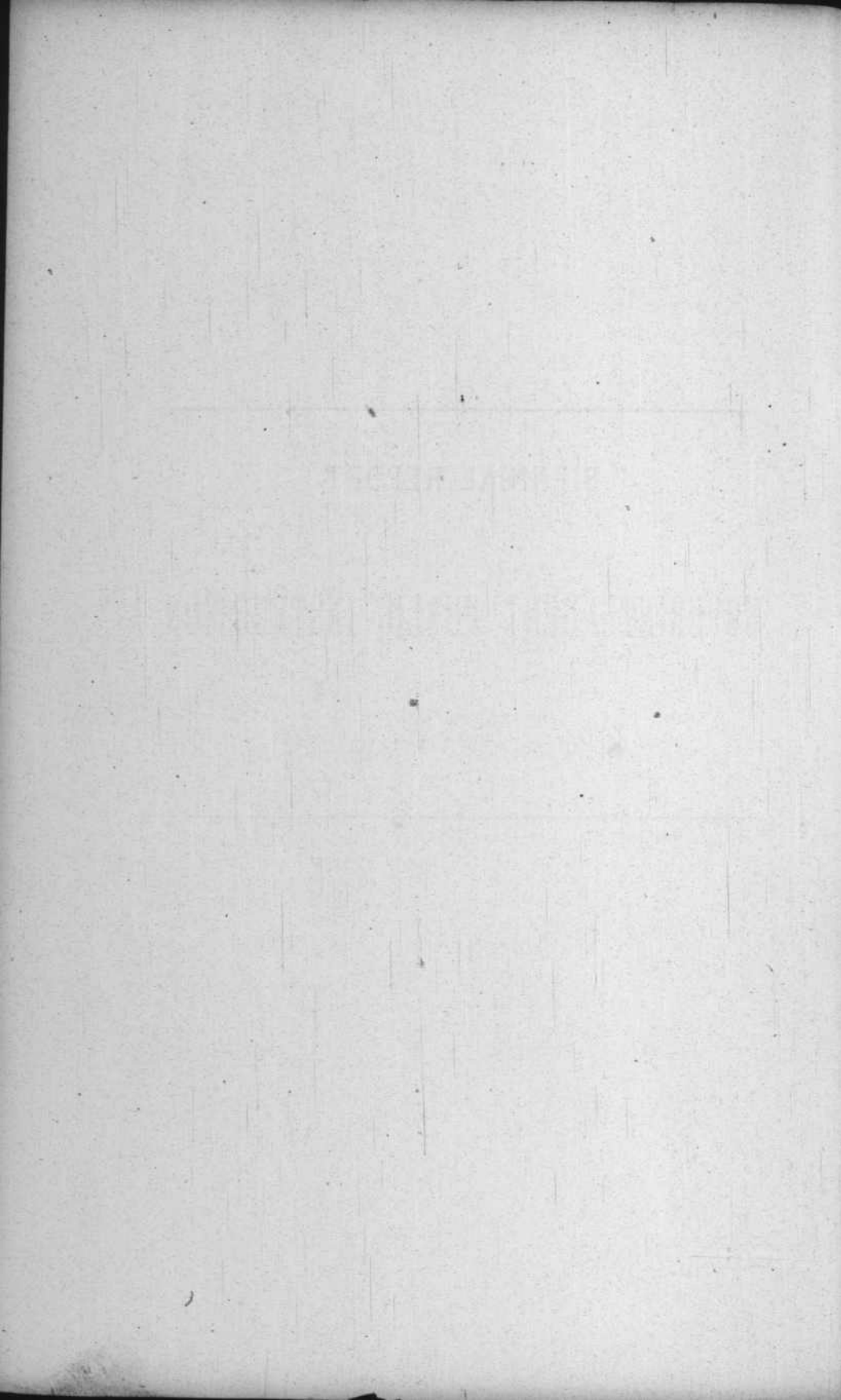
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BIENNIAL REPORT  
OF THE  
SUPERINTENDENT PUBLIC INSTRUCTION  
FOR THE  
SCHOOL YEARS 1881 AND 1882.

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BIENNIAL REPORT  
OF THE  
SUPERINTENDENT OF PUBLIC INSTRUCTION.

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OFFICE SUPERINTENDENT OF PUBLIC INSTRUCTION,  
TALLAHASSEE, FLA., December 30, 1881. }

To HIS EXCELLENCY, WM. D. BLOXHAM,  
*Governor of Florida:*

SIR—In accordance with the requirements of the Constitution, I render to you my report as Superintendent of Public Instruction for the years 1881 and 1882.

I have the honor to be, very respectfully, your obedient servant,  
E. K. FOSTER,  
Superintendent of Public Instruction.

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REPORT.

It is hardly necessary for me to make any reference in my report to the importance of education, but it is well to sometimes refer to what is admitted to be a duty, in order that we may understand whether that duty is properly performed, and whether errors are being committed, or liable to be committed, that may have future evil results. Through the force of unyielding circumstances, a large class of people in our State were made citizens at a time when they were utterly unable to properly exercise the duties of citizens, and when, through no fault of their own, they could not properly understand such duties. The vicissitudes of war had also impoverished many good citizens and rendered fatherless many homes; and there were thousands of parents who desired to educate their children but had not the means to do so. Under these circumstances, the State undertook to supply schools to all that needed them, and for years has been endeavoring to faithfully carry out that purpose.

It is my pleasure to report that the cause of education has shown very rapid advancement in this State during the last two years. This is apparent when reference is made to the number of schools reported to this office as organized for the present scholastic year, and to the very large increase in the attendance of children. In 1879 the number of schools reported was 1,131. In 1882 the number reported as organized

for operation during the present scholastic year is 1,326. The attendance in 1879 was 38,315. The present school attendance as reported is 51,945.

For detailed school statistics I would respectfully refer to the following tables:

TABLE No. 1.

Exhibiting average length of terms in days, number of teachers employed, salaries, certificates, &c., for the scholastic year commencing October 1, 1880, and ending September 3, 1881.

COUNTIES.	Average length of term in days.	Number of teachers employed.		Salaries per month of 29 days.			Certificates.		
		Male.	Female.	Highest.	Lowest.	Average.	First Class.	Second Class.	Third Class.
Alachua.....	63 $\frac{3}{4}$	37	29	40 00	15 00	30 00	2	13	48
Baker.....	66	14	3	30 00	30 00	30 00			17
Bradford.....	66	31	13	50 00	10 00	21 00		29	15
Brevard.....	58	6	4	50 00	10 00	32 00		4	6
Calhoun.....	66	2	5	23 00	23 00	23 00			7
Clay.....	66 $\frac{1}{8}$	24	4	120 00	30 00	60 79			11
Columbia.....	52	29	9	100 00	10 00	55 12	2	17	20
Dade.....	..	..	..	..	..	..			
Duval.....	..	..	..	..	..	..			
Escambia.....	..	..	..	..	..	..			
Franklin.....	105	3	3	45 00	20 00	27 50		2	4
Gadsden.....	69.66	30	18	173 50	30 00	63 90		5	43
Hamilton.....	..	..	..	..	..	..			
Hernando.....	66	17	7	38 45	10 26	..		8	16
Hillsborough.....	64	26	19	..	..	55 00		31	14
Holmes.....	67	8	6	25 00	10 00	..		2	12
Jackson.....	60	20	4	60 00	40 00	50 00	3	1	20
Jefferson.....	66	29	10	100 00	7 00	28 72			
Lafayette.....	52	12	5	20 00	10 00	14 10		4	13
Leon.....	110	33	18	50 00	15 00	23 00		14	29
Levy.....	65	26	9	65 00	15 00	28 00	4	5	26
Liberty.....	..	..	..	..	..	..			
Madison.....	66	18	12	75 00	20 00	25 00	4	10	16
Manatee.....	60	30	10	40 00	6 00	16 12		31	9
Marion.....	97	51	14	20 00	20 00	30 00		35	28
Monroe.....	100	8	10	70 00	68 03	..	1	2	16
Nassau.....	73	23	19	50 00	20 00	29 50	1	12	29
Orange.....	52	40	22	67 41	20 00	..		37	25
Polk.....	66	16	1	86 60	15 00	..		13	4
Putnam.....	103	30	12	60 00	15 00	23 73		20	22
Santa Rosa.....	66	10	5	120 00	20 00	30 00			15
St. Johns.....	105	6	23	75 00	15 00	20 56	1	3	25
Sumter.....	66	19	9	108 00	12 00	..		20	8
Suwannee.....	67	29	15	75 00	24 50	62 87		28	16
Taylor.....	66	12	1	23 00	8 00	..		4	9
Volusia.....	56	15	12	129 00	31 50	64 00		4	25
Wakulla.....	..	..	..	..	..	..			
Walton.....	..	..	..	..	..	..			
Washington.....	64	..	..	12 50	10 00	11 25		9	4

TABLE No. 2.

Exhibiting number of schools, number of pupils enrolled, number in Primary Department, and number pursuing the different branches, for the scholastic year beginning October 1, 1880., and ending September 30th, 1881.

COUNTIES.	Number of schools.	Number of pupils enrolled.	Number in primary department.	Number in reading classes.	Number in writing classes.	Number in Arithmetic.	Number Geography.	Number in Grammar.	Number in History and higher grades.
Alachua	61	2839	479	1866	1314	1186	618	347	232
Baker	17	304		190	153	104	64	70	
Bradford	44	1428	131	780	587	531	174	202	191
Brevard	14	177	36	136	177	158	65	20	
Calhoun	7	144							
Clay	30	639	37	429	380	295	176	113	65
Columbia	38	1418	95	959	607	600	281	213	101
Dade									
Duval									
Escambia									
Franklin	4	244	12	201	198	180	119	106	37
Gadsden	48	1948	244	1322	879	879	435	298	140
Hamilton									
Hernando	43	559	100	500	500	300	260	200	40
Hillsborough	51	1352	75	947	756	695	387	232	153
Holmes	14		349	222	120	50	10	20	7
Jackson	36	1597	103	888	522	487	229	68	76
Jefferson	37								
Lafayette	17	368	40	160	119	80	20	11	
Leon	48	2118	201	1272	684	965	461	201	46
Levy	33	1199	158	784	494	423	256	110	42
Liberty									
Madison	52	2558	354	1734	1250	1000	800	1182	542
Manatee	50	1012	194	846	473	274	214	148	97
Marion	65								
Monroe	6	795	191	564	568	550	427	283	40
Nassau	39	1196	98	817	583	527	317	176	128
Orange	62	3254	128	869	798	794	462	267	198
Polk	17	659	33	466	404	425	450	328	47
Putnam	42	1253	74	498	598	443	143	146	94
Santa Rosa	15	450							
St. Johns	20		78	506	437	460	245	115	261
Sumter	28	763	101	560	306	300	160	134	75
Suwannee	44		144	847	750	566	591	229	118
Taylor	13	385	46	207	210	196	40	40	14
Volusia	29	922	10	501	375	307	94	51	5
Wakulla									
Walton									
Washington	13	268	37	234	58	60	47	60	16

TABLE NO. 3.

Exhibiting Number of Schools, Total Attendance, Assessed Valuation of Property, Amount Assessed in Each County for Educational Purposes, Average Cost of Each Pupil, &c., &c., for the Scholastic Year Commencing October 1, 1880, and ending September 30, 1881:

COUNTIES.	Number of Schools.	Number of Children School Age.	Total School Attendance.	Average Daily Attendance.	Assessed Valuation of Property of County for 1881.	Amount of County Assessments for School Purposes.	Per Cent. of Assessment on Property Valuation for 1881.	Total Am't Expended for School Purposes.	Average Cost of each Pupil.
Alachua.....	61	6,082	2,889	1,784	\$2,189,588	\$6,568.003		\$4,856	\$3 00
Baker.....	17	607	804	216	254,684	636.002 $\frac{1}{2}$			
Bradford.....	44	1,325	1,428	928	654,709	1,964.003		2,281	1 72
Brevard.....	14	223	177	125	490,174	1,226.002 $\frac{1}{2}$		884	3 63
Calhoun.....	7	447	144	105	137,503	412.003		194	43
Clay.....	30	841	639	497	523,459	1,571.003		2,587	3 07
Columbia.....	38	2,873	1,418	995	953,586	2,383.002 $\frac{1}{2}$		2,247	78
Dade.....	43				25,740	64.002 $\frac{1}{2}$			
Duval.....	4,478				4,702,363	16,458.003 $\frac{1}{2}$			
Escambia.....	34	2,240	1,478		2,666,070	6,667.002 $\frac{1}{2}$		8,268	
Franklin.....	4	507	244	155	247,182	988.004		1,079	2 04
Gadsden.....	48	3,857	1,948	1,149	909,735	2,274.002 $\frac{1}{2}$		3,080	79
Hamilton.....	1,698				690,395	1,726.002 $\frac{1}{2}$			
Hernando.....	43	1,099			557,950	1,673.003		1,763	1 60
Hillsborough	51	1,837	1,352	948	953,088	2,388.002 $\frac{1}{2}$		2,902	1 03
Holmes.....	14	669		208	104,992	262.002 $\frac{1}{2}$		1,435	2 14
Jackson.....	36	2,785	1,597	894	1,031,386	2,581.002 $\frac{1}{2}$		2,141	76
Jefferson.....	37	3,818		1,097	1,374,580	3,436.002 $\frac{1}{2}$			
Lafayette.....	17	545	368		246,937	988.004		873	1 60
Leon.....	48	6,975	2,118	1,642	1,684,732	4,214.002 $\frac{1}{2}$		7,129	1 02
Levy.....	33	2,061	1,190	889	643,509	2,574.004			
Liberty.....	311				163,735	408.002 $\frac{1}{2}$			
Madison.....	52	3,912	2,558	2,088	1,233,950	3,084.002 $\frac{1}{2}$		6,443	1 64
Manatee.....	50	1,068	1,012	696	899,456	2,248.002 $\frac{1}{2}$		2,459	2 30
Marion.....	65	2,824			1,514,260	5,299.003 $\frac{1}{2}$		6,460	2 26
Monroe.....	6	3,416	795	520	1,286,225	5,144.004		642	1 82
Nassau.....	39	2,048	1,196	742	1,048,078	4,196.004		4,317	2 10
Orange.....	62	1,415	3,264	1,006	1,716,554	6,853.004			
Polk.....	17	579	659	444	368,869	1,007.003		2,288	3 94
Putnam.....	42	2,163	1,253	771	1,208,318	4,227.003		4,828	2 23
Santa Rosa.....	15	2,664	450		753,079	1,883.002 $\frac{1}{2}$		1,642	61
St. Johns.....	20	1,526		473	839,210	2,519.003		3,542	2 32
Sumter.....	28	1,452	763	500	886,745	2,650.003			
Suwannee.....	44	1,898			663,455	1,660.002 $\frac{1}{2}$		2,815	1 43
Taylor.....	13	565	385	270	148,165	370.002 $\frac{1}{2}$			
Volusia.....	29	995	722	514	926,790	3,707.004			
Wakulla.....	674				314,833	945.003			
Walton.....	1,070				277,187	692.003			
Washington.....	13	614	268	73	301,355	805.004		807	1 31
Total.....	1165	74,213	30,543	19,729		108,651		83,532	1 31

TABLE NO. 4.

Exhibiting Salaries of Teachers and Superintendents, Compensation of Treasurers, Contingent Expenses, Value of School Property, Number of Acres of Land, etc., for the scholastic year ending September 30, 1881 :

COUNTIES.	SCHOOL EXPENDITURES FOR THE YEAR 1880-81.				TOTAL SCHOOL PROPERTY.		
	Teachers' Salaries.	Salary and Expenses of Superintendent.	Compensation of Treasurer.	Contingent Expenses.	Number of Schoolhouses.	Total Value of School Property.	Number of acres of uninclosed School Lands in county.
Alachua.....	\$ 4,119 00	\$ 10 00		\$ 105 00			12,158.66
Baker.....							
Bradford.....	2,281 00						
Brevard.....	961 00	27 00			10		58,549.
Calhoun.....	194 00	50 00					
Clay.....	1,798 60						5,892.86
Columbia.....	2,157 00				59		
Dade.....							
Duval.....							
Escambia.....							
Franklin.....	860 00	1,453 00			2		
Gadsden.....	3,090 00				28		1,356.92
Hamilton.....							
Hernando.....	2,645 24	86 07					
Hillsborough.....	2,896 25	100 00	\$ 6 00		20	\$ 1,000 00	18,865.85
Holmes.....	135 00	60 00	15 20		4		
Jackson.....	2,137 25				2	25 00	
Jefferson.....	2,775 00				4	1,025 00	4,533.84
Lafayette.....	627 00					100 00	
Leon.....	5,690 00	125 00		185 00	11	6,700 00	1,046.19
Levy.....	2,793 00	250 00			33		15,673.
Liberty.....							
Madison.....	4,520 00	600 00	268 00	80 00	38		
Manatee.....	2,225 36	150 00	81 14		2	300 00	
Marion.....	6,060 00	400 00			65		
Munroe.....	4,802 12				6	11,500 00	
Nassau.....	4,001 48		89 95	124 00	40	5,075 00	5,336.83
Orange.....		313 90		100 50	67		23,340.03
Polk.....	1,898 90	200 00	140 00		29		6,449.49
Putnam.....	4,755 00		69 28			1,800 00	17,917.97
Santa Rosa.....		180 00				1,890 00	12,065.57
St. Johns.....	3,352 90				24	4,500 00	
Sumter.....						2,795 00	4,800.01
Suwannee.....	2,766 24				47		
Taylor.....		50 00				1,200 00	19,638.90
Volusia.....	1,736 00	208 80	47 30	10 00	34		
Wakulla.....						2,500 00	
Walton.....							
Washington.....	433 00	200 00	40 00		29		
	71,869 74					31,510 00	





TABLE No. 6.

Exhibiting Number of Schools, Total Attendance, Assessed Valuation of Property, Amount Assessed in each County for Educational Purposes, Average Cost of each Pupil, &c., &c., &c., for the Scholastic Year commencing October 1, 1881, and ending September 30, 1882.

COUNTIES.	Number of Schools.	Number of Children of School Age.	Total School Attendance.	Average Daily Attendance.	Assessed Valuation of the Property of the County for 1882.	Amount of County Assessments for School Purposes.	Per cent. of Assessment on Property Valuation for 1881.	Total Amount Expended for School Purposes.	Average Cost of each Pupil.
Alachua.....	64	6,052	3,053	1,821	\$2,868,900	\$8,606	.003	\$5,881	\$0 97
Baker.....	20	607	394	283	425,913	1,089	.002½	715	1 17
Bradford.....	46	1,325	1,734	1,322	904,915	2,714	.003	5,069	3 82
Brevard.....	19	223	280	207	602,070	1,506	.002½	1,505	6 75
Calhoun.....	7	447	195	150	134,462	403	.003	.....	.....
Clay.....	26	841	584	456	777,208	2,332	.003	1,801	2 14
Columbia.....	50	2,873	5,098	1,921	1,054,427	2,636	.002½	.....	.....
Dade.....	.....	43	.....	.....	88,770	171	.002½	.....	.....
Duval.....	48	4,478	2,744	2,019	5,905,447	20,676	.004	19,221	4 31
Escambia.....	34	2,240	1,351	.....	3,380,546	8,476	.002½	8,277	.....
Franklin.....	4	507	244	155	280,884	1,141	.004	1,079	2 12
Gadsden.....	47	3,858	2,177	1,511	969,469	2,881	.003	2,855	7 4
Hamilton.....	39	1,698	1,036	.....	846,069	2,115	.002½	.....	.....
Hernando.....	38	1,090	1,259	.....	960,940	2,404	.002½	2,501	2 27
Hillsborough.....	46	1,837	1,345	1,053	1,316,450	3,295	.002½	3,089	1 67
Holmes.....	13	669	270	200	113,202	283	.002½	314	45
Jackson.....	38	2,785	1,684	943	1,007,464	506	.00½	1,974	7 10
Jefferson.....	46	6,769	1,502	.....	1,514,350	5,303	.003½	7,846	1 16
Lafayette.....	25	545	555	.....	305,632	1,222	.004	976	17
Leon.....	51	6,975	2,672	2,169	1,924,310	4,813	.002½	7,560	1 38
Levy.....	33	2,061	1,124	833	986,838	3,947	.004	3,312	1 60
Liberty.....	8	311	219	.....	191,299	478	.002½	402	1 29
Madison.....	58	3,912	4,180	2,632	1,411,140	3,527	.002½	5,698	1 43
Manatee.....	48	1,098	1,040	746	.....	.....	.....	2,109	1 97
Marion.....	44	2,824	2,058	1,181	2,362,040	5,995	.002½	7,784	2 75
Monroe.....	6	3,416	1,069	677	1,396,194	5,584	.004	6,727	1 96
Nassau.....	41	2,048	1,388	890	1,606,120	6,424	.004	4,623	2 25
Orange.....	57	1,415	3,718	1,001	2,338,764	7,026	.003	5,996	4 23
Polk.....	20	579	622	437	684,702	2,054	.003	2,467	4 25
Putnam.....	46	2,163	3,759	.....	1,721,530	4,306	.002½	4,314	1 99
Santa Rosa.....	21	2,668	.....	.....	888,952	3,555	.004	4,200	1 57
St. Johns.....	25	1,526	653	494	914,858	3,204	.003½	3,733	2 44
Sumter.....	43	1,452	964	573	1,282,600	3,847	.003	2,942	2 02
Suwannee.....	49	1,898	.....	.....	976,905	2,444	.002½	2,028	1 07
Taylor.....	14	565	410	290	157,318	472	.003	625	1 10
Volusia.....	37	995	930	661	1,158,850	4,635	.004	3,648	3 66
Wakulla.....	18	674	490	359	412,739	1,200	.003	1,021	1 51
Walton.....	26	1,070	751	.....	319,211	967	.003	.....	.....
Washington.....	16	614	387	.....	189,223	770	.003	968	1 57
Total.....	1239	74,213	51,945	24,923	.....	\$132,907	.....	\$133,260	.....



TABLE No. 8.

Exhibiting assessed value of property for 1881 and 1882, amount of school tax assessed, including the one-mill State tax for 1881 and 1882, amount of State apportionments for the years 1881 and 1882.

COUNTIES.	Assessed value of property in the county for 1881.	Assessed value of property in the county for 1881.	Amount school tax assessed '81, including 1 m. State tax	Amount school tax assessed '82, including 1 m. State tax	Amount of State apportionment for 1881.	Amount of State apportionment for 1882.
Alachua.....	\$2,189,581	\$2,868,900	\$8,757	11,474	\$1,107 76	\$1,210 18
Baker.....	254,634	425,913	890	1,514	110 29	120 48
Bradford.....	654,709	904,915	2,618	3,618	242 40	264 80
Brevard.....	490,174	602,070	1,716	2,108	39 99	43 69
Calhoun.....	137,503	134,462	549	537	91 95	100 45
Clay.....	523,459	777,208	2,094	3,109	151 50	165 50
Columbia.....	953,586	1,054,427	2,336	3,090	500 10	536 31
Dade.....	25,740	68,770	64	71	7 42	8 11
Duval.....	4,702,363	5,905,447	21,160	26,581	824 61	900 81
Escambia.....	2,666,070	3,390,546	9,333	11,866	407 49	469 50
Franklin.....	247,182	280,884	1,235	1,421	92 41	100 95
Gadsden.....	909,735	960,469	3,183	3,841	696 90	761 30
Hamilton.....	690,395	846,069	2,416	2,961	299 97	327 69
Hernando.....	557,950	906,940	1,230	3,364	201 49	220 11
Hillsborough.....	953,088	1,316,450	3,341	4,611	326 93	357 15
Holmes.....	104,992	113,302	366	396	116 04	126 77
Jackson.....	1,031,386	1,007,464	3,612	1,513	506 16	552 93
Jefferson.....	1,374,580	1,514,330	4,812	6,817	655 99	1,120 26
Lafayette.....	246,937	305,632	1,234	1,513	97 11	106 08
Leon.....	1,684,732	1,924,310	5,898	6,737	1,231 99	1,345 84
Levy.....	643,599	986,838	3,217	4,933	372 22	406 63
Liberty.....	163,735	191,299	571	669	64 00	69 51
Madison.....	1,283,950	1,411,140	4,317	4,938	719 92	827 50
Manatee.....	899,456		3,147		194 47	212 33
Marion.....	1,514,260	2,362,040	6,813	8,267	681 75	744,75
Monroe.....	1,286,225	1,396,194	6,430	6,980	606 30	662 32
Nassau.....	1,048,078	1,606,120	4,240	8,030	358,44	391 57
Orange.....	1,716,554	2,338,764	8,574	9,364	253 76	277,21
Polk.....	368,869	684,702	1,375	2,738	98 47	165 50
Putnam.....	1,204,318	1,721,530	5,435	6,027	373 59	408 12
Santa Rosa.....	753,079	888,952	2,636	4,443	404 19	441 55
St. Johns.....	839,210	914,858	2,358	4,118	370 88	288 46
Sumter.....	884,745	1,282,600	3,536	5,129	264 06	295 91
Suwannee.....	663,455	976,905	2,323	3,430	340 87	372 37
Taylor.....	148,165	157,318	518	629	104 07	113 69
Volusia.....	926,790	1,158,850	4,633	5,793	173 16	189 16
Wakulla.....	314,833	412,739	1,259	1,612	122 56	133 88
Walton.....	277,187	319,211	969	1,376	185 13	202 24
Washington.....	301,355	189,223	1,006	959	115 44	126 11
					13,411 78	15,194 73

TABLE No. 9.

Comparative Statement for 1880 and 1882, exhibiting salaries of teachers, value of school property, number of acres of land, etc.

COUNTIES.	SALARIES OF TEACHERS FOR 1880 AND 1882.				TOTAL SCHOOL PROPERTY.		
	Teachers' salaries for 1882.	Teachers' salary for 1880.	Difference in favor of 1882.	Difference in favor of 1880.	Number of school houses.	Total value of school property.	Number of acres unsold school lands in county.
Alachua	\$5,204.50	3,714 00	1,490 50		13	2,300 00	
Baker	580.00	2,400 00	440 00		18		
Bradford	4,730.00	3,325 0	1,412 00		46	1,230 00	
Brevard							
Calhoun					7		
Clay	1,664.00	1,580 12	1,03 88		25	3,500 00	
Columbia	2,713.00	2,157 00	556 00		60	3,000 00	
Dade							
Duval	15,650.00	13,285 00	2,365 00		45	4,700 00	
Escambia	7,903.00	5,435 00	2,468 00		7	12,000 00	
Franklin	860.00	405 00	455 00		2	750 00	
Gadsden	2,780.66	2,350 00	430 66		47	3,500 00	
Hamilton							
Hernando	2,501.00	1,671 00	830 00		45	2,000 00	
Hillsborough	2,964 33	2,556 00	408 33		5	3,430 00	
Holmes	230 00	667 00		428 00	20	1,000 00	
Jackson	1,929 66	1,384 00	545 66		4	6,000 00	
Jefferson	7,248 00	5,025 00	2,223 00		5	800 00	
Lafayette	792 22	627 00	165 22		34	468 00	
Leon	5,750 00	4,614 32	1,135 68			6,700 00	
Levy	2,766 00	1,257 50	1,508 50		30	400 00	15,092 62
Liberty	402 50	405 00		2 50	12	300 00	
Madison	4,336 00	4,560 00		224 00	52	6,100 00	
Manatee	2,109 50	1,917 48	192 08			430 00	86,013 93
Marion	5,165 84	3,945 00	1,220 84		44	3,500 00	
Monroe	5,831 65	5,878 00		46 35	6	11,500 00	
Nassau	4,379 84	4,267 21	112 63		42	3,200 00	5,326 33
Orange	5,995 37	4,933 52	1,061 85		67		23,180 03
Polk	1,757 50	1,382 98	374 52		30	3,000 00	
Putnam	4,236 00	3,775 00	461 00		46	1,200 00	5,914 68
Santa Rosa	4,200 00	2,990 00	1,210 00		24	2,795 00	11,585 57
St. Johns	3,364 46	3,112 81	251 65		24	2,795 00	11,585 57
Sumter	2,942 08	2,451 00	491 08		36	1,980 00	13,075 03
Suwannee	3,196 25	502 82	2,693 43		51	1,500 00	4,800 00
Taylor							
Volusia	3,648 84	1,278 31	2,370 53				
Wakulla	850 00	915 00		55 00			
Walton							
Washington	687 00	589 50	97 50		29	1,550 00	
	96,337 23	8,534 00				89,868 00	
	7,913 00						
	104,240 23						

In Table No. 9 I endeavored to show among other items the salaries and expenses of the Superintendents, the compensation of Treasurers and amounts for contingent expenses. I found, however, that so few of the Superintendents had furnished statistics of these expenditures that in preparing Table No. 10 I decided to make a comparative statement of the relative amounts expended for teachers' salaries for the years 1880 and 1882. In nearly every instance the difference is in favor of the scholastic year just closed. This is worthy of notice as furnishing an index of an increasing demand for the public school, and as illustrating a growth in educational work which is encouraging. It is hoped that the time will come when teachers shall be paid according to their capacity and the character of the labor performed rather than on the basis of average attendance of pupils as is now so often the case.

In this connection I would suggest that the Legislature enact a law requiring County Superintendents to keep proper records and make full and complete reports to this office, affixing a penalty for failure to do so.

While the above showing is gratifying, it at the same time shows with great force what the State is attempting to do and the great responsibility resting upon those in charge of the work, and upon the Legislatures to do nothing to retard or hinder our educational advancement.

The school system and the schools in this State are still far from perfect. My report which follows makes reference to the different funds connected with the educational interests, and also to some of the evils existing in the system and the schools that need correction.

#### COMMON SCHOOL FUND.

The principal of the common school fund amounts to \$326,420.71; of that amount there is a balance on hand not invested amounting to \$39,436.46. This amount is the result of the sale of lands mostly made during the last quarter of the present year. The Board of Education have been investing the fund in State bonds, but as the price of the bonds became so high, namely: For Fla. 6's \$1.10, for Fla. 7's \$1.21, the board thought best to ask the Legislature to specify by statute how the moneys coming to the school fund should be invested—whether in State and United States bonds, or in bonds of other States, or on bond and mortgage, or in interest paying county and city bonds. The interest arising from the purchase of United States bonds would be very small. The price at present asked for State bonds also makes the interest less than 6 or 7 per cent.

#### REVENUE.

The sources from which the schools are supported are the inter-

est on the common school fund, the one mill State tax, and the tax assessed by the counties. The law passed at the session of 1881, Chapter 3221, in reference to the county tax limiting to two and a half mills, and providing that it shall not exceed four mills, has by its effect proved an efficient and wise law, I respectfully recommend that the same limits, two and a half to four mills, be retained in the tax law to be passed at the present session. I would also recommend that the one mill tax be paid into the State Treasury and apportioned as the interest of the common school fund now is. I would also respectfully recommend that a portion of the per capita tax be given to the school fund, and that a law be passed to that effect. Some law is necessary to secure the prompt payment into the treasury of all fines collected, and a penalty should be attached to the failure on the part of the proper officers to report within a certain fixed time after their collection, the amount of fines so collected.

#### SCHOOL LANDS.

The number of school lands unsold at the close of the year was as follows: 588,467 acres. When the present Board of Education was organized they took immediate steps to procure from the General Government certain lands to which the State was entitled, for school purposes, under the acts of Congress, approved May 20, 1826, June 15, 1844, and February 26, 1859.

They employed the Hon. Walter Gwynn to select these lands from lands belonging to the U. S. Government, and to make out the lists for the approval of the U. S. authorities. Mr. Gwynn's duty required him to make a personal inspection of all the lands selected, and to report their character and quality. Mr. Gwynn was to bear all the expenses of survey and the other expenses incidental to a proper selection. For his services the Board of Education agreed to pay him three cents an acre. Mr. Gwynn faithfully performed the work, and was further hired by the Board to place a valuation upon each 40 acres selected so that the Board could be guided in fixing the price of the lands.

Mr. Gwynn was paid under the above contract \$2,500. His selections will aggregate between seventy and eighty thousand acres, of which 43,745.99 acres have been approved.

Owing to the filing in Washington of a contest for part of the selections which had been made by Mr. Gwynn, and to the importance felt by the Board of getting the lists approved at once for the lands, and of placing them on the market, the Board employed Mr. S. I. Wailes, of Washington, who has been the State Agent in other matters before the Department, to represent them at Washington at a cost of \$3,853.22. The relations

with Mr. Wailes terminated with the payment of this amount, and the Board is satisfied it will not be necessary to incur any further expense in securing the approval of the lists.

The Board advertised some 27,844.50 acres of land for sale, situated in the counties of Orange, Sumter, Hernando and Polk. Of those advertised 10,965.99 acres were sold, realizing \$22,405.60. There has been sold at private sale since the public sale of those lands 6,041 acres at their appraised value, and more will be advertised within the next few months.

Since the above was written patents for 15,000 more acres of the above school selections have been received.

#### SEMINARY FUND.

This fund now amounts to \$87,400. My predecessor in his report places it at \$99,615.93. This is evidently a typographical error. By referring to page 23 of the Message and Accompanying Documents for the session of 1881 will be found the Treasurer's report of the Seminary Fndd, viz: \$85,000. This amount was receipted to Mr. Gwynn by the proper committees of the Legislature, and that should have been the amount stated by Mr. Haisley.

#### EAST FLORIDA SEMINARY.

The Board of Trustees of the East Florida Seminary have through the President of the institution, made an elaborate report, of which the following are the leading points of interest.

1st. The number of pupils enrolled for the present scholastic year is 184.

2d. The institution has extended its influence throughout that portion of the State to which it belongs, so that every county east of the Suwannee river, excepting Baker and Dade, is represented in the attendance.

3d. The non-resident pupils amount to seventy-one, several being from other States of the South and West.

4th. A small tuition fee is charged for all not beneficiaries. On this account there accrued during the year 1881 five hundred dollars, and during 1882 one thousand dollars.

5th. Receipts from all sources for 1882 were as follows :

From interest on Seminary Fund.....	\$2,550
From tuition.....	1,000
From Peabody Fund.....	300

Total.....

\$3,850

Expenditures were as follows :

For teachers' salaries.....	\$2,945
For incidental expenses, about.....	690

Total.....

\$3,645



6th. The military drill conducted by Lieutenant A. S. Wagner, of the Sixth U. S. Infantry, who was detailed for this duty by the War Department, constitutes a very interesting feature of the institution.

7th. It has a chemical philosophical apparatus valued at \$1,500. Five thousand dollars have been contributed by the citizens of Gainesville and vicinity towards the erection of better Seminary buildings, and the institution merits the reputation it has justly acquired in the section of the State in which is located.

#### WEST FLORIDA SEMINARY.

The Board of Visitors and the Secretary of the Board of Trustees have submitted reports of the condition of this institution. The points which call for attention are these:

1st. There are at present employed in this school a corps of four instructors.

2d. The attendance for the present year is not so large as hitherto, owing to the fact that the Primary Department has been abolished, the pupils of this grade now being provided for by the county in which the Seminary is located.

3d. The plan of the co-education of the sexes has been adopted and has so far proven most satisfactory. This change in the organization has enabled the Board to enlarge the curriculum and improve the character of the institution.

4th. The philosophical and chemical apparatus has been renovated and added to, and the teaching of the natural sciences is now accompanied with practical demonstrations.

5th. A pamphlet of sixteen pages setting forth the advantages of the institution was prepared by the Board, and over one thousand copies have been distributed throughout the counties west of the Suwannee river.

6th. The feature of military drill has been added and has been instrumental in awakening a more lively interest in the work of the Seminary.

Having given above a condensation of the reports to this office of the two Seminaries, it gives me very great pleasure to speak well of both institutions.

The East Florida Seminary has for some years been making rapid strides toward the attainment of the object for which it was established. The West Florida Seminary has now a competent corps of instructors, all of whom are ambitious for the success of the institution, and they possess themselves such qualities as will insure marked improvement in the Seminary. Both institutions would be much strengthened by special aid from the Legislature. As the State has no normal institution, and as the law under which the Seminaries were created states

that their "first purpose shall be the instruction of persons, both male and female, in the art of teaching all the various branches that pertain to a good common school education," it would be well for the State to render these Seminaries such aid as will enable them to carry out this purpose and make them as they should be normal colleges of the State.

#### AGRICULTURAL COLLEGE FUND.

The Agricultural College Fund now amounts to \$134,900. The Trustees of this fund held a meeting on the 22d inst., and adjourned to meet again on the 9th proximo. At that time they will address a communication to the Governor relative to the fund under their control.

Dr. C. L. Mitchel, of Fort Meade has been elected to fill the vacancy on the Board occasioned by the death of Dr. F. Branch, of Tampa. This election was duly approved as the law requires by the Justices of the Supreme Court.

For an itemized statement of the accounts of the School Fund, Seminary Fund and Agricultural College Fund reference is made to the State Treasurer's report accompanying the Governor's Message.

#### PEABODY FUND.

This fund gave me for use in 1881, \$200 to a school in Starke; \$300 for use in Pensacola; \$400 for use in Tallahassee \$200 for use in Milton; \$300 for use in Quincy; \$600 for use in Gainesville; \$300 of the latter was given to the East Florida Seminary. As the purpose of the Trustees of this fund is not clearly understood, I have deemed it best to include in my report two circulars recently issued by the Rev. J. L. M. Curry, who so ably fills the position of General Agent for the fund; Dr. Curry has promised me a portion of the fund for distribution to some of the schools that fill the requirements stated in the circular.

#### *Circular of the General Agent of the Peabody Fund.*

As applications for aid are numerous, and misapprehension exist in regard to the distribution of the income of the fund, the following explanations are published:

I. The Peabody Fund is not distributed among the States according to population, nor in proportion to the comparative destitution of any community. The Trustees, in their "absolute discretion," withhold funds when they would not promote the general purpose, and bestow liberally when they would be productive of beneficial results.

II. The major part of the income will be hereafter used in the education of teachers for public schools. Aid will be giv-

en to normal schools established, supported and controlled by a State, if they are of a high order. Normal schools where the art of teaching is the prominent branch of instruction will be preferred to normal departments in academies and colleges.

III. The Trustees give to the States scholarships in the Normal College at Nashville. Teachers' Institutes conducted by trained experts are also aided; but the instruction must be practical, adapted to public school teachers, and continued for some weeks.

IV. Only public schools carried on under State auspices will be aided.

V. The entire cost of maintaining schools is in no case met by the Trustees. A small part of the current expenses is contributed to encourage and stimulate the people to self-exertion in the cause of free popular education. The amount of aid given to schools will be determined partly by the amount of money raised by State tax, local tax, or the voluntary contribution of the people.

VI. As all public schools cannot be aided, a few will be selected at radiating centres, to illustrate by their example the best methods of teaching, and to exert a healthful influence in favor of "free schools for the whole people."

VII. The schools selected shall have at least 100 pupils; shall be properly graded, with a teacher for every 50 pupils; shall continue in session ten months in the year; and have an average attendance of not less than 80 per cent. of the enrolled pupils.

VIII. Applications for aid must be made before or near the beginning of the school year and have the approval of the local school officers and the State Superintendent.

IX. The Trustees assume no control whatever over the schools receiving Peabody aid, leaving all questions of selection of teachers, discipline, &c., to the State or local authorities establishing and chiefly maintaining the schools.

X. Seeking the improvement of State systems of public education, the Trustees will act in co-operation with the State educational authorities.

XI. Disclaiming all purpose of interfering with State legislation or the administration of school laws, or the action of State Boards and Superintendents and municipal school authorities, the Trustees must have the liberty of performing the duties of the trust according to the known will and express language of the donor of the education fund.

J. L. M. CURRY,  
General Agent.

RICHMOND, VA., July, 1881.

RICHMOND, VA., October 25th, 1882.

DEAR SIR: At the beginning of the new educational year, when schools are being organized and communities are forecasting as to revenues, it is proper for me to state that the income of the Peabody Education Fund will not be this year as large as it has been. The pecuniary help to be furnished must be so used as to duplicate results and to bear most effectively on the end contemplated—the establishment of permanent and well-sustained school systems adequate to the needs of the educable population. To make a little serve for much, I must depend largely on the advice of Superintendents, familiar with the whole field, and especially with the wants and purposes of the particular communities applying for aid. Very little of the fund can be given in aid of schools. The help, when given, must not be furnished where communities have had three years' aid and where there is not the assurance of permanence in the schools. It is very desirable to stimulate a sounder sentiment in favor of good schools and local taxation. Do me the kindness to suggest, at as early a day as you can, the schools complying with the conditions of the enclosed circular, which you will recommend for Peabody aid.

Teacher training is now the prime object of the Peabody Trustees, and whatsoever of income is available must be largely applied in that direction. This teacher training can best be done by normal schools for both sexes and both races. These schools are likely to be permanent when under State control and support. Normal schools are an essential part of an efficient public school system. If State Legislatures will organize and support such schools, the Peabody Education Fund will be cheerfully used in aid of them and for their enlargement. Normal schools, while of indispensable importance and to be steadily labored for, will not supersede Teachers' Institutes. These necessary agencies, if authorized and sustained by State appropriations and conducted by trained experts, will hereafter, as heretofore, be regarded with favor by the Peabody Trustees. The Institutes to be aided must be continued in session a sufficient length of time to make the instruction profitable; and the teaching must be adapted to teachers of public schools. I venture to suggest that a course of study might be arranged so as to run through two or three years. A teacher attending an Institute this year should have some assurance of more advanced instruction next year.

I shall be pleased to place bronze medals at your disposal for distribution among pupils who deserve them. The enclosed circular explains the purpose of the Trustees.

Yours truly,

J. L. M. CUBBY.

## TEACHERS' INSTITUTES.

In this connection it is well that I should call the attention of the General Assembly to the necessity of some extra appropriation on the part of the present Legislature for the purpose of improving the character and qualifications of many of our teachers.

In other States of the South special appropriations have been made by the Legislatures for the purpose of holding Teachers' Institutes. During the year 1881 the State of South Carolina appropriated \$1,500. The Peabody Fund added to the appropriation by giving \$1,000. A very successful Institute was held during that year, and so well did the Legislature think of the good it had accomplished that for the ensuing year the same amount was appropriated on the part of the State, and the amount given by the Peabody Fund increased to \$1,300.

It would, of course, be much better could the State establish a Normal School in which scholarships were given to a limited number of pupils from each of the counties in the State. This would gradually elevate the standard of teaching throughout the Commonwealth, and but a few years would be necessary to prove the wisdom of such a measure. It would, in the end, be more economical to educate the teachers than to continue to employ those who are incompetent to train the minds of the young, as is now too often the case.

## EMPLOYMENT OF TEACHERS.

I would here call attention to the importance of exercising great care in the appointment of teachers. No one should be placed in charge of a school who is not known to be of moral and temperate habits. The law should be so altered as to give the County Superintendent power to revoke all certificates held by those who may be found to be wanting in moral character or for other good cause, subject to appeal to the State Board of Education. For the purpose of calling the Boards of Public Instruction to the necessity for a better class of teachers, and of exercising care in appointing them, I issued the following circular, which I am pleased to say was well received by the Boards:

OFFICE OF  
SUPERINTENDENT OF PUBLIC INSTRUCTION,  
STATE OF FLORIDA,

TALLAHASSEE, June 21, 1882.

*To the County Superintendents of Schools and Boards of Public Instruction:*

As the time is approaching for the selection of teachers for

the next scholastic year, I take this method of calling your attention to the necessity that great care and the closest scrutiny should be observed by you in selecting teachers. The teacher should be sufficiently educated himself to be able to educate others. Your examinations should therefore be thorough, and no motive should enter in your selection of teachers but such as tend to improve the school and scholars. The teacher, during school hours, exerts a great influence over the scholars, and, therefore, his responsibility is great. For this reason you should examine closely into the moral character of those applying to teach, and should issue certificates only to those who you know, or have satisfactory reason to believe, are of good character. Under no circumstances issue certificates to those who may be addicted to intemperance; their example to scholars is and would be very injurious.

I hope this circular will receive due consideration. One of the great needs of the school system in this State is a better class of teachers, and this can be secured only by a proper discharge of your duty.

I have issued, during the year, a number of first-class certificates. I shall send to each of you a list of those holding these certificates, and if you know of any good reason, on account of their character, why they should not hold the same, you will please write me, and I will investigate the matter at once.

I will, in a short time, address you a more general circular in connection with our mutual work—the bettering of our public schools.

Very respectfully,

E. K. FOSTER,  
Superintendent of Public Instruction.

#### SCHOOL PROPERTY.

It will be observed that the total amount of school property given in the tables is not so large as reported by my predecessor. This, I think, doubtless due to the want of sufficient care on the part of the County Superintendents in making out their annual reports to this office, and to the fact that many of the school-houses have been rebuilt and furnished by the patrons. The power of the Boards of Public Instruction in relation to the building and furnishing of school-houses should be better defined by statute than it now is. My attention has been called to this subject on account of many of the Boards of Public Instruction refusing to give any aid towards building school-houses, claiming that they had not the right under the law to do so. If it is deemed advisable that they shall have such power, the language of the statute should be perfectly clear.

Many of the school-houses in the State are totally unfit for

occupation, neither the comfort nor health of the scholar having been considered in their construction. Most of them were built at a time when the poverty of the patrons prevented the erection of anything better. Already, however, there is a decided change. In many localities fine school buildings are being erected and furnished with a view to the comfort and health of the pupils, and it is hoped that the Boards of Public Instruction throughout the State will encourage the building of such school-houses as will be permanent in their character and ornaments to their localities, and an evidence of the prosperity of our school system.

#### UNIFORMITY OF TEXT-BOOKS.

It has been my observation, in visiting such schools as I have in the State, that their efficiency has been very much retarded by the want of uniformity in the text-books used, this being especially the case in the country schools. One teacher informed me that in a school of twenty-seven pupils there were twenty-three different kinds of text-books, many of them being old and for the most part by different authors; this fact compelled him to have nearly twenty classes. No little expense is caused to the parents by teachers endeavoring to introduce books of their own choice, and instances have come to my knowledge where text-books adopted by a County Board have met with such opposition from the teachers as to render such adoption almost nugatory. These evils can only be corrected by a law looking either to State adoption of a uniform series, or by rendering the county adoptions obligatory, and preventing changes on the part of the counties for a term of years, to be fixed by law. In this connection it would be well to call attention to the propriety of the passing of a law making it a misdemeanor for school officers or teachers to act as agents for, or to receive commissions from, parties desiring to introduce text-books for use in the schools of this State.

#### COUNTY SUPERINTENDENTS.

This office, I do not hesitate to say, is one of the most important in our school system. The Superintendent who feels an interest in his work, and who is competent for the position he holds, can do more to awaken public sentiment and improve the character of the schools than any other factor. This officer should always be selected with a view to his fitness. He should have such experience as a practical educator that any suggestions he may make to the teachers under him shall carry with them not only the authority of a superior in an official point of view, but the weight of an experience which warrants him in

directing. If the Superintendents are selected as I have here suggested, I would recommend that the law be so changed as to require these officers to visit each school during each scholastic session, and to spend one day, when practicable, at each school. I am satisfied if this were done that in a very short time the schools would show very great improvement.

#### COMPULSORY EDUCATION.

As several of the County Superintendents have written me in regard to a law compelling the attendance of children at school. I make reference to it, and cannot give it my encouragement. There are many families in this State that are compelled to have some of their children at home to aid in their support, and it would work a great hardship to compel their attendance at the common school. Some law, however, ought to be passed to control the vagabond children of cities and large communities. Idle and dissolute, they are not proper associates for school children, and the State would do well, when it is able, to establish a reformatory school to which juvenile offenders and vagsbonds could be sent until they were of age, and at which they could be taught to till the ground and learn useful trades.

#### DEAF MUTES.

There are according to the Census about 119 of these unfortunate people in the State. About 78 of them are within the school age. Some institution should be started in which they can be taught the mute language. This could be done by a small appropriation, and by the counties in which they live paying from their school-fund an annual tuition.

#### SCHOOL BOARDS.

Members of these Boards should be appointed with regard to their fitness for the position, and the mode of their appointment should be changed. A disagreement between the representatives of the counties has frequently prevented any recommendation by them as the law requires. The number of the School Board could well be fixed at three instead of five, as the law now requires. In many of the counties they hold too frequent sessions.

In some of the larger counties they are a necessary adjunct to the cause of education. In other counties their duties could be as well performed by the County Commissioners. The County Commissioners have under the law shown a disposition to economize at the expense of the schools, and if any tax is lowered by them it has generally been the school tax. While economy is always to be encouraged, it should not be exercised



to the detriment of the schools when extravagance is permitted in other ways and other expenditures.

#### NATIONAL AID.

As was well said by Gov. Thompson of South Carolina, "By no other means than by promoting the general diffusion of knowledge can we avert the evils with which illiterate suffrage threatens free institutions." The general or national Government depends upon the proper and careful use of the ballot for its safety, and should be willing to do its share in aiding the States in educating the future voter. All that exercise the right of suffrage should be able to read the ballot they cast, and fully understand the importance of their vote. This must be done through the public schools. There are several bills before the present Congress, looking to giving aid to education in the various States according to their illiteracy. This aid, if given by the general Government, should be given so as to develop and sustain the public school systems already established in the States. It would be of little or no avail if given separate and distinct and under a national control. In that case it would require additional officers to superintend its disbursement, and a disagreement between the officials of the general Government and the State as to the proper method of using the fund would be detrimental to the best interests of education. I earnestly recommend that the Legislature be asked to request their representatives in Congress to use their best endeavors to secure such National aid to the States in the cause of education that will serve the best interest of the giver of the aid and its recipients.

#### CONCLUSION.

I cannot close my report without expressing great satisfaction that the last two years show such marked improvement in the schools and school interest of the State. It is well, however, to bear in mind that, as I have said before, it is still far from perfect. Many Boards look more at the quantity than the quality of the schools, but all realize the great necessity for their further improvement. I earnestly hope that the coming Legislature will, in its consideration of all school questions, give it careful consideration and pass such measures as will aid and strengthen the system.

E. K. FOSTER,  
Superintendent of Public Instruction.